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| **Grade Band :** 11-12 (English 12) | **Unit Name:** *The Canterbury Tales* | **Time Frame:** 4-5 Weeks |
| **Common Assessment Date(s)** | | |
| **Essential Question:** How did Geoffrey Chaucer enact changes with the English language? What does *The Canterbury Tales* tell us about life in the 14th century? | | |
| **Overview Statement:** In this unit, students learn about the changes in the English language, and read excerpts from *The Canterbury Tales*. | | **Focus Standards:**  R.L. 11-12. 1, 3, 4; R.I. 11-12. 1; W.S. 11-12. 10 |
| **Student Objectives** | Students will…   * understand the reason for changes in the English language from Anglo-Saxon to Middle English * learn about the Middle Ages time period and Geoffrey Chaucer’s background * read “The General Prologue” and several excerpts from the textbook | |
| **Suggested Works (\*Required; must include fiction and nonfiction)** | * “The Middle Ages: 1066-1485” by David Adams Leeming (textbook) * Background Information on Geoffrey Chaucer (textbook) * Excerpts from *The Canterbury Tales* by Geoffrey Chaucer (textbook) * Weekly Reader – *The Canterbury Tales*: <http://www.weeklyreader.com/canterbury/> (interactive website | |
| **Activities and Assessments (\*Required for all)** | * Cover Middle Ages Background (worksheet/reading from textbook, notes, timeline, PowerPoint) \*\* * Read “The General Prologue” from textbook (broken down in groups, aloud, or silently) * Vocabulary for Unit (suggested words found in textbook) * Read “The Pardoner’s Tale” and “The Wife of Bath” from the textbook (discussion, questions found in textbook) * Post-reading: Character project, character analysis * Assessment: quizzes (over individual parts, vocabulary, background information), unit test | |
| **Academic Content Area Vocabulary** | Possible terms include, but are not limited to: characterization, irony, diction, allusion, personification, style, imagery | |
| **Grade Band :** 11-12 (English 12) | **Unit Name:** Research Unit – Story of an Issue | **Time Frame:** 4 Weeks |
| **Common Assessment Date(s)** | | |
| **Essential Question:** What do you want to know about the world around you? | | |
| **Overview Statement:** In this unit students will conduct research, compile, and ultimately write a scholarly essay, including an annotated bibliography, about a social issue which interests them. | | **Focus Standards:**  W. 11-12. 4, 5, 7, 8, 9, 10  L. 11-12. 1b, 2b, 3a, 4a, 4b, 4c, 4d, 6 |
| **Student Objectives** | Students will…   * Frame research questions * Conduct research using note cards * Document sources and create an annotated bibliography * Plan, draft, revise and edit essays as needed | |
| **Suggested Works (\*Required; must include fiction and nonfiction)** | * Research information (textbook, pg. 204) | |
| **Activities and Assessments (\*Required for all)** | * Formulate working thesis * Keep track of sources and document in proper MLA format * Create Annotated Bibliography * Write research paper * Assessments: Use grading rubric for grade | |
| **Academic Content Area Vocabulary** | Possible terms include, but are not limited to: MLA citation, annotated bibliography, bias | |

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| **Grade Band :** 11-12 (English 12) | **Unit Name:** *Kindred*/ The Journey | **Time Frame:** 5 Weeks |
| **Common Assessment Date(s)** | | |
| **Essential Question:** How can a person be loved and despised at the same time? Does environment always affect how a human being develops? Can there be mitigating elements to change human nature? | | |
| **Overview Statement:** In this unit students evaluate the corrupting influence of power while reading *Kindred* by Octavia Butler. | | **Focus Standards:**  R.L. 11-12. 1, 2  R.I. 11-12. 1, 5  S.L. 11-12. 1, 4, 6  L. 11-12. 1, 2, 3, 4, 5, |
| **Student Objectives** | Students will…   * Trace the development of the character Rufus * Gain an understanding of Antebellum South * Read and comprehend text and non-fiction supplemental pieces * Participate in a culminating Socratic Seminar * Examine how love can be used as a tool of control | |
| **Suggested Works (\*Required; must include fiction and nonfiction)** | * *Kindred* by Octavia Butler (novels students need to purchase) * Slave narrative excerpts (Douglass, Haley, Jacobs) * Slave documents (specifically passes for slaves to travel) | |
| **Activities and Assessments (\*Required for all)** | * Read *Kindred* independently, with accompanying activities (study guides, discussions, etc) * Background information (notes, PowerPoint) * Assessments: Reading quizzes over set chapters, Socratic Seminar | |
| **Academic Content Area Vocabulary** | Possible terms include, but are not limited to: characterization, setting, voice, style, point of view | |

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| **Grade Band :** 11-12 (English 12) | **Unit Name:** *The Alchemist* | **Time Frame:** 5 weeks |
| **Common Assessment Date(s)** | | |
| **Essential Question:** What is your personal legend? | | |
| **Overview Statement:** In this unit, students will read the novel *The Alchemist* by Paulo Coelho and complete accompanying activities. | | **Focus Standards:**  RL. 11-12. 1, 2, 3, 4, 5, 6, 10;  SL.11-12. 1, 4, 6;  L. 11-12. 1, 2, 3, 4, 5, 6 |
| **Student Objectives** | Students will…   * Trace the historical significance of alchemy and the philosopher’s stone * Read and comprehend *The Alchemist* by Paulo Coelho * Closely examine selected excerpts from text for analysis * Review Heroic Quest elements * Be able to offer opinions concerning text and defend or argue position using evidence from text | |
| **Suggested Works (\*Required; must include fiction and nonfiction)** | * *The Alchemist* by Paulo Coehlo (students purchase novels) * “Narcissus” – mythological tale | |
| **Activities and Assessments (\*Required for all)** | * Read *The Alchemist* and complete accompanying activities (study guides, reading guides, etc) * Participate in Socratic Seminar * Assessment: quizzes (over individual parts, vocabulary, background information), unit test | |
| **Academic Content Area Vocabulary** | Possible terms include, but are not limited to: fable, personal legend, philospher’s stone, “maktub,” soul of the world, alchemy, language of the world, master work (Opus Magnus), Elixer of Life | |

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| **Grade Band :** 11-12 (English 12) | **Unit Name:** Multi-Genre Project – What a Long, Strange Trip It’s Been | **Time Frame:** 3 weeks |
| **Common Assessment Date(s)** | | |
| **Essential Question:** What have you learned throughout your education? | | |
| **Overview Statement:** In this unit, students will reflect upon their educational experience and create a multi-genre representation of that experience. | | **Focus Standards:**  W. 11-12. 2a, 2d, 2e, 3a, 3b, 3c, 3d, 4, 5, 6, 10  SL. 11-12. 4, 6  L. 11-12. 1a, 1b, 2a, 2b, 3a, 6 |
| **Student Objectives** | Students will…   * Identify educational milestones * Understand how to creatively express real-life experiences | |
| **Suggested Works (\*Required; must include fiction and nonfiction)** |  | |
| **Activities and Assessments (\*Required for all)** | * Use word processing to create a minimum of 12 creative pieces of writing which reflect their educational experience, including a repeated element * Assessment: Using rubric, teacher evaluate * Students will choose and read 3 selections from project | |
| **Academic Content Area Vocabulary** | Possible terms include, but are not limited to: repitend | |